



REQUEST FOR ASSISTANCE (RFA) FORM INTAKE INTERVIEW LOG

Date:	11/1/17	Interviewer:	Lafayette Baker	RFA #17 – 65
Name of Person(s) Requesting Assistance: [REDACTED]				
Contact Numbers (telephone, e-mail, etc.): [REDACTED]				
Status of Person(s) Interviewed (title, position, student status, etc.): Student				
Requested Assistance Pertaining To (name, position, policy, project, etc.): [REDACTED], Asst Professor, [REDACTED]				

To the best of your knowledge, please fill out the following:

Interviewee Status: Male Female Administrator Faculty Staff Student
Concern Regarding: Male Female Administrator Faculty Staff Student

Category: (Please check at least one)

- | | | | |
|---|--|---|-------------------------------------|
| <input type="checkbox"/> Age | <input type="checkbox"/> Color | <input type="checkbox"/> Creed | <input type="checkbox"/> Disability |
| <input type="checkbox"/> Marital Status | <input type="checkbox"/> National Origin | <input type="checkbox"/> Race | <input type="checkbox"/> Religion |
| x Sex/Gender | <input type="checkbox"/> Sexual Harassment | <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Employment |
| x Gender Identity or Expression | | | |

Time Line		
Date	Item	Comments
11/1/17	[REDACTED] forwards email from student [REDACTED] regarding concerns about faculty member, [REDACTED]	
11/17/17	LB t/c with [REDACTED]	Sets EO appointment for 12/1/17
11/29/17	SGS & LB meet with [REDACTED] [REDACTED] and Steven Garfinkle	

	(union rep)	
12/1/17	SGS & LB meet with [REDACTED]	<p>told LB she is currently in a [REDACTED] class with [REDACTED] and [REDACTED] is in the class. In the class, [REDACTED] witness [REDACTED] call [REDACTED] by his incorrect pronouns several times. [REDACTED] is transgender and transitioning from female to a male. [REDACTED] told [REDACTED], he has talked to [REDACTED] several times regarding his preferred pronouns. [REDACTED] also told [REDACTED] he has sent [REDACTED] many emails regarding this issue, and the department has talked to her many times. [REDACTED] is somewhat understanding because English is [REDACTED] second language, and there are some issues with her understanding of certain words.</p> <p>[REDACTED] explained that in one particular class, students were talking about their favorite fatty foods. All the students in class mentioned a fatty food type. [REDACTED] then mentioned he likes avocados. Subsequently, [REDACTED] said "Avocados are like the reproductive organs of a woman. The seed of the avocado is like a baby, and the curve of the avocado is like the shape of a women." [REDACTED] was troubled by [REDACTED] comment because she did not substantially comment on any other student's food type, but made these comments about [REDACTED] food type, even though [REDACTED] knew about [REDACTED] transgender status.</p> <p>[REDACTED] does not believe there is any malicious intent from [REDACTED] regarding any of these issues. [REDACTED] believes [REDACTED] has a lack understanding, and awareness.</p>
2/15/18	LB called [REDACTED]	<p>LB told [REDACTED] that he and SGS met with [REDACTED], and [REDACTED] expressed that she is really sorry for calling [REDACTED] by his improper pronoun. [REDACTED] said she did not do it intentionally. [REDACTED] appeared to be very remorseful.</p> <p>In addition, LB told [REDACTED] that [REDACTED] clarified that she was discussing memory techniques to remember avocado's being good for women, and associating it with the shape of a womb. She also mentioned that during that same conversation she discussed tomatoes being good for the heart, and associating the shape and color of tomatoes to a heart.</p> <p>[REDACTED] indicated that she thought it was good that [REDACTED] was remorseful about calling [REDACTED] by his improper pronoun. And she thought the conversation that LB and SGS had with [REDACTED] will be helpful for [REDACTED] when she works with future students. [REDACTED] thanks LB for assisting her.</p>